



# HNC/D Business Student Handbook

## Contents

Section 1 .....	3
Introduction .....	3
About Nescot .....	4
Assessment Schedule .....	5
Section 2 .....	8
Programme rationale .....	8
Course aims: .....	8
Course Structure.....	9
Section 3 .....	9
Modules contributing to the programme .....	9
Section 4 .....	10
Programme teaching methods.....	10
Section 5 .....	12
Responsibilities and entitlements .....	12
Health & Safety.....	13
Personal development planning (PDP).....	14
Student contribution to programme evaluation .....	15
Code of conduct (Disciplinary Policy) .....	16
Section 6 .....	18
Assessment regulations.....	18
Assessment deadlines and submissions .....	18
Extensions for assignment submission.....	18
Access arrangements for students with learning difficulties or disabilities .....	19
Assessment and classification .....	19
Administration/Registration Procedures.....	19
Calculating the Qualification Grade .....	20
Quality assurance .....	21
Assessment boards .....	21
Malpractice and plagiarism .....	21
Academic appeals .....	22
Section 7 .....	22
Learning Resources Centre (ASTM).....	22
Learning Resources Centre (NESCOT).....	22
Electronic Resources.....	23
Section 8 .....	24
Awarding body regulations .....	24
Student Charter .....	24

## Section 1

### **Introduction**

Welcome and Congratulations on your acceptance to the HNC/HND course of North East Surrey College of Technology(NESCOT) conducted in partnership with Academy of Science Technology and Management(ASTM) at Oldham campus. We are thrilled that you will be joining us and taking the next step of your educational career by stepping into this course.

NESCOT provides many resources to the students to support you through your studies, but they aren't useful if you don't know about them! This handbook has bundled information about everything you need to know during your entire course and will help you settle into the college quickly, so hang on to it.


The staff at Academy of Science Technology and Management with NESCOT are committed to ensure that we deliver programmes of high quality and relevance to your personal development.

We aim to provide a friendly and supportive environment conducive to effective learning and support services to meet the individual needs of students and staff.

Wish you all the luck and hope to achieve milestones as the course progresses.

Sincerely

Ambrish Joijode  
Chief Operating Officer



## About Nescot

North East Surrey College of Technology(NESCOT) has become one of Further Education's success stories as they progress towards being recognised as outstanding. NESCOT is the parent college and is actively involved in maintaining high levels of quality assurance, including course evaluation and course approval procedures. Nescot liases with ASTM on all administrative work and also monitors the 'student lifecycle' from registration or admission to graduation or leaving


Nescot specialises in vocational and work based training, offering accredited qualifications that are both recognised and sought after by employers.

In January 2016, Ofsted rated Nescot as “Good” for Leadership, Management, Capacity to Improve, Care & Support for Students, Tutorials, Enrichment, Safeguarding and Financial Management.

As a student at Nescot College, you will have access to wide ranging expert support, from specialised help with student finance to mentoring and professional counselling for personal, social or family problems. All these services are available to you free of charge and are easily accessed on campus through your tutor.

<b>College contact numbers</b>	
Main Contact Number	016 1258 1893
<b>Course team contact details</b>	
<b>Name</b>	<b>Email</b>
<b>Director</b>	
Amrish Joijode	<a href="mailto:ajojode@astmuk.com">ajojode@astmuk.com</a>
<b>Course Lecturers</b>	
Amrish Joijode (Business and the Business Environment, Marketing Essentials)	<a href="mailto:ajojode@astmuk.com">ajojode@astmuk.com</a>
Dilip Amdekar (Management Accounting)	<a href="mailto:damdekar@astmuk.com">damdekar@astmuk.com</a>
Nafisa Tahir (Management and Operations, Business Law, Entrepreneurship and Small Business Management)	<a href="mailto:ntahir@astmuk.com">ntahir@astmuk.com</a>
Madhavi Amdekar	<a href="mailto:dmamdekar@astmuk.com">dmamdekar@astmuk.com</a>
Swati Mahajan (Human Resource Mangement)	<a href="mailto:smahajan@astmuk.com">smahajan@astmuk.com</a>
Mahima Begum (Managing a Successful Business Project Pearson-set, Business Law)	<a href="mailto:mbegum@astmuk.com">mbegum@astmuk.com</a>

### Assessment Schedule

			<h2 style="text-align: center;">HE Assessment schedule</h2>						
Academic year: 2016/2017			Programme title: BTEC Level 4 HNC in Business				year: 2017		
Week start date	Module title & assignment title	Unit Number	Assessor(s)	Assessment type e.g. essay, practical, presentation	Date set	Submission date	Internal verification date	Internal verifier / moderator	Date assessment returned (3 weeks after submission)
29.05.2017	Business and the Business Environment	Unit 1	Dilip, Ambrish and Madhavi	Written Reports PowerPoint Presentation	29.05.2017	16.06.2017	24.06.2017	Bev Swatton	09.07.2017
29.05.2017	Management and Operations	Unit 4	Dilip, Ambrish and Madhavi	Individual Written Report PowerPoint Presentation	29.05.2017	16.06.2017	24.06.2017	Bev Swatton	09.07.2017

29.05.2017	Marketing Essentials	Unit 2	Dilip, Ambrish and Madhavi	PowerPoint Presentation Briefing Paper Market Plan	29.05.2017	16.06.2017	24.06.2017	Bev Swatton	09.07.2017
07.08.2017	Human Resource Management	Unit 3	Dilip, Ambrish and Madhavi	Case Studies Assessment Report Individual Portfolio Folder Written Assignment	07.08.2017	14.08.2017	21.08.2017	Bev Swatton	04.09.2017
07.08.2017	Management Accounting	Unit 5	Dilip, Ambrish and Madhavi	Portfolio PowerPoint Presentation Written Report	07.08.2017	14.08.2017	21.08.2017	Bev Swatton	04.09.2017
07.08.2017	Business Law	Unit 7	Dilip, Ambrish and Madhavi	Individual Handbook Examination	07.08.2017	14.08.2017	21.08.2017	Bev Swatton	04.09.2017

16.10.2017	Entrepreneurship and Small Business Management	Unit 9	Dilip, Ambrish and Madhavi	Built Webpage/ PDF Brochure Guide  Presentations	16.10.2017	23.10.2017	30.11.2017	Bev Swatton	06.11.2017
16.10.2017	Managing a Successful Business Project (Pearson-set)	Unit 6	Dilip, Ambrish and Madhavi	Research Project	16.10.2017	23.10.2017	30.11.2017	Bev Swatton	06.11.2017

## **Section 2**

### **Programme rationale**

This course is aimed at those students who have achieved a level 3 qualification, such as a BTEC National Diploma in Business, or other equivalent level 3 qualifications and wish to achieve BTEC HND Level 4.

The HND is awarded by Pearson and is designed to develop the higher level skills valued by employers and industry through practical experience. BTEC Higher Nationals provide specialist work-related learning, reflecting the requirements of employers and professional organisations and meeting the National Occupational Standards for each sector or industry. This programme will bring a practical perspective to business for students whilst adhering to the standards of the awarding body and Nescot. Besides achieving nationally-recognised professional qualification, it will also enforce self-discipline as students will be required to follow the codes of conduct of Nescot.

This course is an ideal choice for students seeking a cost-effective and relevant route to a degree or those going straight into employment after the HND.

### **Course aims:**

- Provide students with the skills and personal qualities necessary for a successful career in Business.
- Improve on the knowledge of technical, professional and practical aspects of business management
- Evaluate the efficiency and effectiveness of business management at workplace
- Provide paths and opportunities for personal academic development and progression.
- To equip students with academic, research, analytical and problem solving skills ideally suited for a range of careers in the Business Management Industry.
- Prepare students to progress to further professional development of higher-level skills through to future study or career advancement

### **Course outcomes include**

- To increase the proportion of students accessing Higher Education from the lowest participation areas in line with Nescot's Higher Education Strategy for widening participation
- This programme will provide students with a clear path for employment as well as create opportunities for progression to Level 6 course higher education
- Equip individuals with Business Management, Strategy, e-Commerce and Marketing underpinning knowledge, understanding and skills for success in employment in the Business Management Industry
- It will develop skills and competence in developing, implementing and monitoring administrative services at their work place.
- Develop skills and techniques, and personal qualities and attitudes essential for successful performance in working life and thereby enable students to make an immediate contribution to employment



- Develop transferable skills and knowledge which will enable individuals to meet changing circumstances, whether moving within their own area of employment, moving up to a supervisory or management position or adapting to general changes in the provision or environment of Business Management

## Course Structure

Course Code: 601/8364/0	Course Code: 601/8365/2
BTEC Level 4 HNC Certificate in Business	BTEC Level 5 HND Diploma in Business
Study Type: <b>Full Time/Part-Time</b> Academic Level: <b>Level 4</b> Awarded by: <b>PEARSON (BTEC)</b> Course Length: <b>1 Year (Full-Time)</b> Study Programme: <b>8 units</b> Total Credit: <b>120</b>	Study Type: <b>Full Time/Part-Time</b> Academic Level: <b>Level 5</b> Awarded by: <b>PEARSON (BTEC)</b> Course Length: <b>2 Year (Full-Time)</b> Study Programme: <b>7 units</b> Total Credit: <b>120</b>

## Section 3

### Modules contributing to the programme

#### Higher National Certificate (Year 1)

Unit 1 Business and the Business Environment (15 credits)

Unit 2 Marketing Essentials (15 credits)

Unit 3 Human Resource Management (15 credits)

Unit 4 Management and Operations (15 credits)

Unit 5 Management Accounting (15 credits)

Unit 6 Managing a Successful Business Project (Pearson-set) (15 credits)

Unit 7 Business Law (15 credits)

Unit 9 Entrepreneurship and Small Business Management (15 credits)

#### Higher National Diploma (Year 2)

To make up the total of 16 units, a further 7 units will be taken in the HND year 2. The list below contains units to be studied.

Unit 11 Research Project (Pearson-set) (30 credits)

Unit 12 Organisational Behaviour(15 credits)

Unit 36 Human Resources – Value and Contribution to Organisational Success(15 credits)

Unit 37 Consumer Behaviour and Insight(15 credits)

Unit 41 Brand Management(15 credits)

Unit 43 Tapping into New and International Markets(15 credits)

Unit 44 Pitching and Negotiation Skills(15 Credits)

## **Section 4**

### **Programme teaching methods**

Teaching and Learning strategies

The teaching and learning strategies to be adopted will facilitate maximum effectiveness and learning.

In addition to subject specific skills and knowledge the teaching and learning strategies of the programme are designed to promote;

- a flexible approach to the learning experience
- an independent and investigative approach to learning
- the development of higher level and transferable skills
- a emphasis on enhancing employability skills such as presentation and communication

The tutors will promote learning through direct contact, collaborative learning and Independent learning.

A range of learning strategies is employed throughout the programme. An amalgamation of different teaching styles will be implemented as below:

- Lectures, tutorials, guest speakers, external visits, workshops etc.
- Group discussions, debates, brain storming sessions, seminars to encourage participation
- Include inquiry based learning exercises
- Learning from analysis of international case studies and real life examples to emphasize the real world application of the module content.
- Classroom learning using various visual aids
- Self-learning to find answers and solutions through exploration
- Presentation on different topics followed by feedback
- Experiential learning, debates, question and answer sessions, quizzes etc.
- Assignment completion and research work

#### **Lectures**

Tutor-led presentations are used to introduce new topics, convey content or give overview of subject matter to be developed further through individual student work.

#### **Practical**

Practical sessions are designed to contextualise theoretical concepts and facilitate the development of practical skills. Practical sessions may involve individual or group work and may include following a series of instructions or using a problem solving approach in response to an assignment brief.

#### **Seminars and Presentations**

These sessions are likely to be student-led and chaired by either a member of staff or a student. Taking the form of a short talk followed by informal discussion the

opportunity for exchange of thoughts on topics under investigation is valuable in developing subject knowledge. This method is also valuable in developing critical, analytical and investigative skills and in building communication skills and confident presentation skills.

### **Case Studies**

Case studies may form the basis of seminars, group discussions or written assignments and may be used to consolidate aspects of learning. The development of analytical skills together with the requirement to apply subject knowledge to unfamiliar scenarios is valuable in developing confidence in the application of theoretical concepts.

### **Group Discussion**

These sessions may involve review of assignment work produced, a problem solving scenario, or ideas generation related to a specified task. Group discussion is valuable in the development of critical thinking, facilitating interactive group working, interpersonal skills, team work and.

### **Tutorials**

Students will have one-to-one and group sessions which provide opportunity for reflection, target setting and action planning of study and career targets. Group tutorials may also be organised to increase understanding of previously covered practical or theoretical concepts.

### **On-line learning materials**

Where appropriate materials will be available on-line to support learning, in some cases these may be interactive and involve assessment opportunities. Access to such materials provides flexibility enabling students to learn at any time they choose.

### **Individual Research/Self-directed Study**

All students will be expected to undertake self directed study as this is an essential part of their learning process. Students will be expected to undertake all the necessary background study from the book lists and references provided for each module.

### **Visiting Speakers**

Guest lecturers are invited to complement the expertise of the established programme team and may provide current views of industry or subject specialist knowledge.

### **Project**

Projects are supervised by teachers with knowledge and experience of the subject area. These may be College or industry based and may also involve industry supervisors. Each student will receive guidance in appropriate topic selection, research, planning and presentation. The project is valuable in developing confidence and ability to carrying out a sustained piece of research, realise a product and communicate findings.

## **Section 5**

### **Responsibilities and entitlements**

#### **Attendance and punctuality**

Attendance at classes is compulsory. The attendance is recorded by the lecturers during the class. Lecturers will report latecomers to the Administration Department on a regular basis. The College reserves the right to bar a student from examinations and withdraw them from their course if the student's attendance record shows that they have attended fewer than 80% of their scheduled lectures.

The College reserves the right to suspend or expel such students, without any liability whatsoever to the College. In the event of unforeseen circumstances that prevent the student from attending their lectures, the College must be informed immediately to seek advice on how best to handle their situation. In the case of an illness that prevents the student from attending their lectures for three consecutive days or more, the student will need to present a Medical Certificate to the College to avoid being marked absent for the lectures they have missed. Extra lectures may be scheduled to teach the material covered during the period of illness or otherwise. The College may grant authorised leave of absence to the student, where it deems necessary.

#### **Extenuating Circumstances**

The College wants all students to participate in all parts of their programme, pass their assessments at the first attempt and make good progress throughout. However the College understands there may be serious and significant situations, which may be considered to be extenuating circumstances, and that these may inhibit you from completing your assessments or participating fully. If you consider your performance has been affected by extenuating circumstances you may wish to make an extenuating circumstances claim. Claims must be submitted in writing clear and convincing reasons must be given and supporting evidence provided to the teacher. Extenuating circumstances claims must normally be claimed no later than five working days after the submission date

#### **Notification of absence**

If you are planning to be absent please contact the programme coordinator or other agreed member of staff prior to the time of your absence. If you are unexpectedly absent please notify the agreed member of staff as soon as possible.

#### **Support for students**

At ASTM we welcome students from a wide range of backgrounds, with a wide range of skills, experience and abilities. The Student Welfare officer offers advice and support for any practical or emotional issues students may experience during their course. The Officer is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise. The student welfare officer is available in the college premises during college hours and can be contacted via email or mobile number. Details are as below:

Name: Mr. Abu Bokkar

Email [abu.bokkar@astmuk.com](mailto:abu.bokkar@astmuk.com)

Contact No: 07808175573

## Teaching, Safeguarding and Support staff

Teaching, Safeguarding and Support staff are responsible for ensuring that:

- They have an up to date awareness of e-safety matters
- They have read, understood and signed the Staff Acceptable Use Policy
- They report any suspected misuse or problem to the E-safety Officer
- All digital communications with students / parents / carers should be on a professional level and only carried out using official Academy of Science Technology and Management systems
- E-safety issues are embedded in all aspects of the curriculum and other activities
- Students understand and follow the e-safety and acceptable use policies
- They monitor the use of digital technologies, mobile devices, cameras etc. in lessons and other activities and implement current policies with regard to these devices
- In lessons, where internet use is pre-planned, students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

## Health & Safety

ASTM believes that the health, safety and welfare of all the people who work or learn at our college are of prime importance. We aim to provide a safe, secure, healthy and stimulating working environment for everyone. The Board of Directors takes responsibility for protecting the health and safety of all students and members of staff and shall name a Director who is responsible to them in this regard.

### First Aid

First Aid Treatment for minor injuries will be available at all times and will be displayed prominently on all the floors of the college. 2 qualified first aiders will be available at all times. The first aid policy outlines all the procedure in greater details. First aiders of the day is mentioned on the student notice board.

### Medicines in college and the long term treatment of conditions in college

The college follows Borough policy whenever appropriate regarding the use of medicines in college. The college follow their procedure for the treatment and welfare of students suffering from asthma and the long term conditions, e.g., epilepsy, and will remove the student to the nearest hospital.

### Student Protection

We cater to students above 18 years of age. However when the college decides to students who are below 18, we will have all the staff employed, whether permanent or

part time or contractual to have a full DBS check. The college compound is safe and secured at all time.

### **College Security**

We will endeavour to do all we can to ensure the college is a safe environment for all who work or learn here. We require all visitors to the college who arrive in normal college hours to sign the visitors book in the admin area, and to wear an identification badge at all times whilst on the college premises.

### **Fire Precautions**

The colleges conduct, once a term, a fire drill for all students and staff. The college also ensures that all fire equipment is kept unobstructed and in proper working order. An independent fire risk assessment is done on an annual basis. The fire exits are clearly marked.

## **Personal development planning (PDP)**

Personal Development Planning (PDP) is a process that enhances and supports you in reviewing, building and reflecting on your personal and educational development. The process encourages structured reflection of achievement to date, clear identification of future goals and planning the steps along the way.

PDP will help you make the most of your time at the college:

- by thinking through your skills and experiences and understanding your own learning style, you will find it easier to focus on areas you want to develop and on what you want to achieve
- having a clearer sense of your own direction will help you to feel more in control of your studies and your life
- by developing your understanding of how you learn and the areas in which you need to develop skills, you can not only make the most of your course programme, but also of the range of skills training, placements, volunteering, sporting and work opportunities available to you
- by keeping a record of your achievements, you will have a ready-made stock of examples of your skills and experience that you can translate into what employers are looking for – setting you apart from other candidates.

The process aims to enhance the general relevance and application of the skills, knowledge and achievements gained at ASTM. By recognizing your personal development and through consciously setting out specific targets and goals, you will enhance your educational and career prospects.

## Student contribution to programme evaluation

ASTM programmes are constantly monitored as part of a process of continuous improvement. Gathering the views of students is a very important part of the monitoring and evaluation process. The information gathered is used by the programme team and other departments in the College to improve the learning experience for students. The ways in which students contribute to programme evaluation is as follows;

- Surveys
- Module reviews
- Destination survey
- Boards of Study
- Suggestion Box

### ASTM/Nescot Surveys

Survey results are used to improve the quality of provision, these usually occur twice each year, generally early in the academic year and again towards the middle of the academic year.

### ASTM/Nescot unit reviews

These short questionnaires are generally undertaken at the end of each unit. Unit tutors use these to capture the views of students and make adjustments to the delivery of future units if appropriate.

### National student survey (NSS)

The National Student Survey (NSS) is a census of students in their final year of a course leading to undergraduate credits or qualifications across the UK. The survey is managed externally by a market research company and students are selected for inclusion in the survey by the market research company. Student feedback from this is used to compile year on year comparative data that is Published on <http://www.Unistats.com> where prospective students and their advisors can use the results to help make informed choices of where and what to study. The information is also used by the College to enhance the student learning experience at Nescot.

### Destination survey

Completed at the end of your programme and shows graduate intended progression routes to employment or education.

### Staff Student Consultative Committee (SSCC)

The responsibility for the day-to-day monitoring and evaluation of the course rests with the programme co-ordinator under the guidance and direction of the Head of Department. The programme coordinator will arrange formal meetings (one per semester) which will provide a forum for regular review and assessment of the quality of a programme. Each SSCC meeting will include a student representative whose role is to present the views of their peers on the programme and feedback to their peers after the meeting.

### **Board of Study**

The responsibility for the day-to-day monitoring and evaluation of the course rests with the programme co-ordinator under the guidance and direction of the Head of Department. The programme coordinator will arrange formal meetings (one per semester) which will provide a forum for regular review and assessment of the quality of a programme. Each Board of Study meeting will include a student representative whose role is to present the views of their peers on the programme and feedback to their peers after the meeting.

### **Suggestion Box**

Students can make a difference by giving an opinion about ways in which ASTM can improve by posting their suggestions into the suggestions box.

### **Code of conduct (Disciplinary Policy)**

All students are expected to follow the College code of conduct. The code of conduct includes a disciplinary policy and in essence the code of conduct expects that all students will:

- Treat fellow students and staff with courtesy and respect
- Attend all classes, be punctual and hand in work on time.
- Not plagiarise, cheat or copy work from other students

Also that whilst on College premises students will not:

- Use inappropriate, offensive language or behaviour.
- Use any form of discrimination or harassment.
- Use a mobile phone in classrooms.
- Consume food or drinks in classrooms.

Action can be taken where the student is rendered unsuitable and/or unsafe for professional practice due to a state of mind or health, in which case the College reserves the right to refer students for Occupational Health assessment before any recommencement of study can be considered;

The student has falsified documents relating to assessment, or any other matter under the jurisdiction of the College and/or an appointed institution may also lead to disciplinary action.

In order to ensure professional standards of conduct between College staff and students, students should be aware that:

- Staff will not issue their personal details such as home phone numbers, personal e-mail address to students, or engage with students via personal social media sites (for example face book).

### **Equality & Diversity**

ASTM is a diverse college that celebrates differences in race, disability, gender, gender reassignment, age, sexual orientation, faith, background or personal circumstance. Everyone has a responsibility to ensure that STM is a College where all are respected and no one experiences harassment and bullying.



We expect anyone who is upset by thoughtless comments, jokes or actions, or who experiences or witnesses any form of discrimination to tell us. You can talk to a member of the teaching or support staff.

### **Harassment policy**

ASTM takes any allegation of harassment or bullying very seriously. Essentially the College is committed to creating a culture and environment for students and staff to be treated equally regardless of their sex, nationality, race, gender reassignment, disability, sexual orientation, age, religious or political belief or for any other reason. It is the right of every student and staff member to study at the College without fear of harassment, bullying or victimisation. The college recognises that what one person may find acceptable, another may find totally unacceptable. Any allegation of harassment or bullying will be taken seriously and investigated.

### **Complements, suggestions and complaints**

ASTM sets high standards and is committed to achieving excellence in the delivery of education and training services. Therefore feedback from students and members of the public is welcome and encouraged because feedback is used to make improvements to services. All the complaints and concerns raised by the students will be addressed by the senior management on urgent basis.

Students can access the relevant forms located on the student notice board and hand over to Mr Abu Bokar(Student Welfare Officer)

Please go to [www.nescot.ac.uk/policies](http://www.nescot.ac.uk/policies) for further information.

## **Section 6**

### **Assessment regulations**

Assessment procedures for all Higher Education qualifications delivered at or on behalf of ASTM will be in accordance with the regulations of Pearson (Awarding Body) and NESCOT's Quality policies and procedures. Assessment will be subjected to a range of quality assurance and enhancement procedures in accordance with the standards of Nescot.

- The assessment tools used will be accessible, challenging and support the development of student self-efficacy and self-confidence.
- The sample assignments provided by the awarding body will primarily be used and robust quality assurance measures and monitoring effectiveness of their implementation will be undertaken to ensure that all students engage positively and honestly.
- Formative assessments will be undertaken every month as a standard procedure.
- Summative assessments would give feedback to support ongoing development and improvement in subsequent assignments.
- Assessments will use a range of tools, taking a holistic view.

The following sections summarise how assessment, reassessment and awards are conducted according to the current ASTM Quality policies and procedures.

### **Assessment deadlines and submissions**

Each assignment will have a submission deadline by which formal submission should take place, this will be a date and may also specify a time of day. All assessment submissions must be submitted formally. The declaration of authenticity should be signed by the student. Unless an extension has been granted or there is evidence of extenuating circumstances, work not formally submitted by the deadline may either not be accepted or may be penalised.

#### **Late submissions**

The College believes that handing work in on time is a valuable discipline which helps to develop the ability to plan and organise time effectively in preparation for jobs which include a need for time management. In all cases of late submission the regulations of the awarding body will be followed.

#### **Extensions for assignment submission**

Failure to complete or submit an assessment on time is usually penalised, extensions to assessment deadlines are not normally provided. A claim for an authorised extension to an assessment deadline is a request for recognition that serious circumstances are preventing you from meeting your deadlines. The College understands that exceptional circumstances may occur and in such cases you may wish to make a formal claim for an authorised extension to your programme coordinator. Please go to [www.nescot.ac.uk/policies](http://www.nescot.ac.uk/policies) for further information.

## Access arrangements for students with learning difficulties or disabilities

Students are encouraged to inform the college at an early stage if they believe they need access arrangements. Referral to Learning Support in the early stage of the programme enables full benefit to be derived from learning support and enables any applications for access arrangements to be made at the appropriate time to the relevant awarding body

### Assessment returns

The date by which assessed work will be returned to students is identified on the assessment schedule included in this handbook. This is usually expected to be within 21 working days.

### Feedback arrangements

Most often feedback will be written, however feedback about your work may also be verbal or may take place in informal/formal work in progress meetings. Any questions about any assessment decisions should be raised in the first instance with the unit tutor concerned.

## Assessment and classification

Assessment of each unit will be by methods which reflect the specific aims, learning outcomes, content and teaching/learning strategies of that unit. Assessment of each unit will normally be completed by the end of the semester in which the unit has been studied. A variety of assessment methods will normally be employed, for example coursework and end of unit examination.

- The Level 4 BTEC HNC must contain 120 credits at level 4.
- The Level 5 BTEC HND must contain a minimum credit value of 240 credits at Level 4 and 5.

The student must complete **120** credits of study at **level 4** for an **HNC** and **240** at **levels 4 and 5** to gain a full **HND** qualification.

## Administration/Registration Procedures

All administration staff are responsible for administering the registration procedure including requesting for registration forms, passing it on to candidate and sending it back to Awarding body

- Candidate undergoes interview and initial assessment (Skills Scan) to ascertain QCF level
- Candidate is registered with Awarding Body
- Assessor allocated to candidate and time booked for Assessor to meet with candidate.
- Candidate attends induction session
- Assessor keeps record of times allocated in timetable and record of meetings with clients and forwards it to Training Administrator.

- Information is dealt with appropriately either by filing or passing on to Awarding body.

## Calculating the Qualification Grade

### Unit grading

The grading of Edexcel BTEC Higher National qualifications is at the unit and the qualification level. Each successfully completed unit will be graded as a pass, merit or distinction. A pass is awarded for the achievement of all outcomes against the specified assessment criteria. Merit and distinction grades are awarded for higher-level achievement.

To achieve a <b>pass</b> in a unit	<ul style="list-style-type: none"> <li>all learning outcomes and associated assessment criteria have been met</li> </ul>
To achieve a <b>merit</b> in a unit	<ul style="list-style-type: none"> <li>pass requirements achieved</li> <li>all merit grade descriptors achieved</li> </ul>
To achieve a <b>distinction</b> in a unit	<ul style="list-style-type: none"> <li>pass and merit requirements achieved</li> <li>all distinction grade descriptors achieved</li> </ul>

### Unit failure

The regulations of the awarding/validating body will be adhered to where a student fails to satisfactorily complete assessments. To view the awarding body regulations please refer to section 8.

### Partial achievement

Where achievement is partial students may be awarded credits, or a lower qualification provided that the appropriate number of credits achieved form a coherent programme of study.

### Calculation of the qualification grade

Students who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade. Students will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
4	6	8

Edexcel BTEC Level 4 HNC

Points range	Grade	
420-599	Pass	P
600-839	Merit	M
840+	Distinction	D

Edexcel BTEC Level 5 HND

Points range	Grade	
420-599	Pass	P
600-839	Merit	M
840+	Distinction	D

Modelled Student Outcome.

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	45	4	180
Merit	45	6	270
Distinction	45	8	240
Total			690
Qualification grade			Merit

## Quality assurance

All programmes at ASTM are involved in a process of review and monitoring to assure and improve quality of provision. Below are some of the key processes by which academic standards and quality are assured.

### Internal verification/moderation, double marking and second marking

The internal verification, moderation, double marking and second marking are part of the quality assurance process which ensures a consistent approach to assessment. Verification and/or moderation include checking assignment briefs, assessment decisions are also subject to either double marking, second marking or verification, or moderation.

### Assessment boards

The purpose of an Assessment Board is to consider and agree students' achievement at the end of each semester. Assessors meet formally in Assessment Boards to agree marks or grades. For those programmes which do not have units/units completed at the end of semester 1 the Assessment Board will be a formal review of assessment progress.

### Malpractice and plagiarism

The College regards academic misconduct very seriously. Academic misconduct can be considered to be any act whereby a candidate seeks to obtain an unfair advantage for themselves or another candidate. As such these are acts which undermine the integrity and validity of assessment. It is important that students are aware of the seriousness of academic misconduct and the procedures in place for any case of suspected academic misconduct. Academic misconduct can be considered to include;

- Impersonation
- Misrepresentation
- Collusion
- Fabrication
- Communicating
- Unauthorised material/objects
- Plagiarism (intentional or otherwise)

[To view the awarding body regulations please refer to section 8.](#)

For any case of suspected academic misconduct there is a staged investigation procedure.

## **Academic appeals**

Before making a formal appeal you are encouraged to speak with your assessor, programme coordinator or Dean. Full information about the academic appeals procedure is available on [www.astmuk.com](http://www.astmuk.com).

## **Section 7**

### **Learning Resources Centre (ASTM)**

The course will be delivered at our ASTM campus in Oldham.

- It is a fully equipped campus with 8 classrooms with the capacity to accommodate 35 students each. The campus has two computer labs and recreation facilities and adopts a bespoke teaching approach as per the competence level of the students.
- Recreation facilities available to students include a pool table, drinks and snacks machine
- The entire campus is wi-fi enabled and is equipped with networked computers.
- Our resource room at the campus includes books which number at around 500, magazines relevant to courses currently taught at the campus.
- Teachers room and administrative offices and meeting room including reception are all equipped with networked computers
- The faculty at ASTM have master's degrees in business from reputed universities with extensive teaching experience as well as experience in business and industry.

### **Learning Resources Centre (NESCOT)**

The Learning Resources Centre (LRC) provides an excellent study environment for students. It was refurbished in the summer of 2015 and is now bright, open, comfortable and welcoming. There are separate areas for group, individual and silent study. The LRC is open Monday to Thursday from 08:30 to 19:00 and on Friday from 08:30 to 17:00 during term-time and 09:00 to 16:00 during college vacations.

The LRC is fully accessible to users with learning difficulties and disabilities. The LRC has specialist educational equipment including adjustable tables for use with wheelchairs and document magnifiers. Software packages offered include those offering voice recognition, screen magnification, text-speech and visual mind-mapping, Inspiration 9 and Text Help Read and Write 11.

There is a Welcome desk and Help Desk, staff at both desks assist users to find information and use the LRC effectively. The LRC staff assist students to search the catalogue and online business databases, to help them identify information for

assignments and research projects. An IT Adviser is available to support students using computers and printers and provide frontline assistance.

There are 84 PCs available for student use of which 12 are located in a dedicated zone for Adult and Higher Education Students. In addition, there are a further 17 PCs in the LRC Classroom. All PCs are equipped with Windows 10, Microsoft Office 2016 and Adobe CC which includes Photoshop 2015. There is excellent access to the Internet and wi-fi is available across the entire campus so students can use our or their own laptops and mobile devices wherever they may be in the college. All PCs are connected to printer-copiers and full colour and black and white printing and photocopying is available.

The LRC offers a comprehensive collection of print and electronic text books and other resources including e-journals and audio-visual materials using video streaming. There are a range of on-line databases including Springer, SAGE journals and Academic Search Elite and all students are able to access these and other relevant resources on and off campus using an Athens account. All Higher Education students will be offered an information skills session where these resources are demonstrated and advice on referencing is given. Follow-up support is always available using the contact details below.

All electronic resources are embedded within Nescot's virtual learning environment (Weblearn). Weblearn also contains key programme resources and is readily accessible to students when working off-site.

A member of the LRC staff is allocated to each curriculum area and are highly active in their support of programme teams. They ensure new materials are brought to the attention of teams and respond rapidly to requests from staff and students.

New LRC Resources lists are uploaded to 'Issuu' and distributed using Facebook and Weblearn to all staff and students.

Students following a higher education programme may borrow up to ten items. Books and DVDs can be borrowed for three weeks, one week or 24 hours, depending on their category. Most items may be renewed or reserved, this can be done directly by the user accessing their account or by contacting the LRC staff for assistance.

Contact the LRC by phone on 020 8394 3175/020 8394 3055 or by email [lrc@nescot.ac.uk](mailto:lrc@nescot.ac.uk).

## **Electronic Resources**

The range of printed materials is supplemented by subscriptions to various online resources, accessible from outside college using Athens ID. Information on and links to the online resources are available via the LRC pages of the Nescot website, created and maintained by the E-Learning Development staff. This site also offers information about the services and resources provided by Learning Resources, and other college amenities.

Students are advised to register with an Athens account which allows access to a wider range of electronic resources, including free software download from Dreamspark. See [www.dreamspark.com](http://www.dreamspark.com)

## **Section 8**

### **Awarding body regulations**

To view the regulations for the awarding body for your course:

<http://www.edexcel.com/policies/Pages/default.aspx>

NESCOT College Charter

This charter sets out what you can expect from us and what we expect from you during your time at college. The charter has been put together with the help of our students and staff and represents what we believe are the college's key values.

#### **We will provide:**

- Advice and guidance at the beginning and throughout your course
- An induction to the college and your course
- Excellent teaching and personal tutoring
- Support in your learning
- Opportunities to comment on your course and college facilities
- Good career progression advice
- Access to financial, personal and career advice
- Respect for the rights of all members of the college community
- A clear system to deal with any behaviour which is interfering with your learning

### **Student Charter**

#### **We expect you to:**

- Show respect at all times for your fellow students and all college staff regardless of race, gender, age, disability, sexual orientation, religion, belief, marital/parental or social status
- Tell us if you experience or see and discrimination or harassment
- Behave calmly and politely at all times, avoiding words and actions that could be seen as abusive or threatening
- Follow instructions from all staff during lessons and on college premises and help create a safe environment where everyone can learn
- Observe and meet all deadlines for the handing in of your work
- Follow all health and safety rules as stated in the college health and safety policy explained during induction
- Tell us about your learning support needs and keep to any support agreements made
- Follow the student code of conduct